

Delivering Essential Information Literacy Learning to All Students

Big6™ by the Month
January
Use of Information





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The Team!



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Colet Bartow

Agenda

- 1) Brief review of *Big6™ by the Month*
- 2) Defined: Use of Info Power Objectives
- 3) Predictable: Lesson Ideas
- 4) Measured: Assessment
- 5) Reported: Options for each audience



Big6™ by the Month

Comprehensive information literacy
that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ Reported

Implementing Big6™ by the Month

DEFINED: For each month, determine 2-4-8 *power Grade Level Objectives* based on the designated *Big6/Super3* stages.

PREDICTABLE: adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.

For each month, link to classroom/subject areas:
if available, use existing curriculum or curriculum mapping info.
if necessary, conduct *Assignment Mapping*.

For each week, develop instructional lessons based on *Grade Level Objectives* linked to *classroom assignments*.

MEASURED: For each month, develop *Big6/Super3 Assessment* (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.

REPORTED: Determine audience and means of *reporting* to that audience; document and communicate performance.



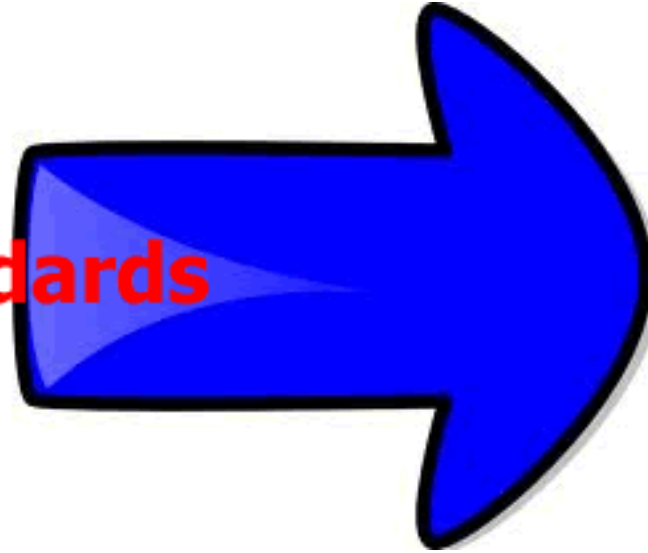
Big6™ by the Month

Comprehensive information literacy that is:

- ✓ ***Defined***
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Standards



**Grade
Level
Objectives**



✓ What standards require use of information skills?



Use of Information

ICT Literacy Standards	
AASL	<p>2.1.1 Apply critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>
ACRL	<p>2.5 extracts, records, and manages the information and its sources.</p> <p>5.2 follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.</p>
TRAILS	<p>5. Recognize how to use information responsibly, ethically, and legally.</p>
ISTE NETS	<p>4c. collect and analyze data to identify solutions and/or make informed decisions.</p> <p>5a. advocate and practice safe, legal, and responsible use of information and technology.</p>

Big6 by the Month (2012). Compiled by Janet Murray from "AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>;

"Information Literacy Competency Standards for Higher Education." © 2000. Association of College and Research Libraries.

<<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>>;

TRAILS: Tools for Real-Time Assessment of Information Literacy Skills <<http://www.trails-9.org>>; and

ISTE. *National Educational Technology Standards (NETS-S) for Students*.



Use of Information

4.1 Engage information

Related Common Core Standards

Reading	1. Read closely to determine what the text says explicitly 4. Interpret words and phrases as they are used in a text
Reading: Informational Text	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Reading: Science & Technical Subjects	2. Determine the central ideas or conclusions of a text;
Writing	8. Gather relevant information from multiple print and digital sources
Speaking & Listening	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Mathematical Practices	2. Reason abstractly and quantitatively: ... create a coherent representation of the problem at hand



Use of Information

4.2 Extract information

Related Common Core Standards	
Reading	5. Analyze the structure of texts 9. Analyze how two or more texts address similar themes or topics
Reading: Informational Text	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Reading: History and Social Studies	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Writing	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection , organization , and analysis of content. 8. ... integrate the information while avoiding plagiarism .
Mathematical Practices	5. Use appropriate tools strategically: ... make sound decisions about when tools might be helpful ... use technological tools



Use of Information

Look at ***your*** state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>

and/or the Common Core corestandards.org

Can you find standards related to use of information?

4.1 Engage information.

4.2 Extract information.



Use of Information

4.1 Engage information.

Look at **your** state's content standards: <http://www.educationworld.com/standards/state/index.shtml> and/or corestandards.org. Fill in standards related to use of information.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	



Use of Information

4.2 Extract information.

Look at **your** state's content standards: <http://www.educationworld.com/standards/state/index.shtml> and/or corestandards.org. Fill in standards related to use of information.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	

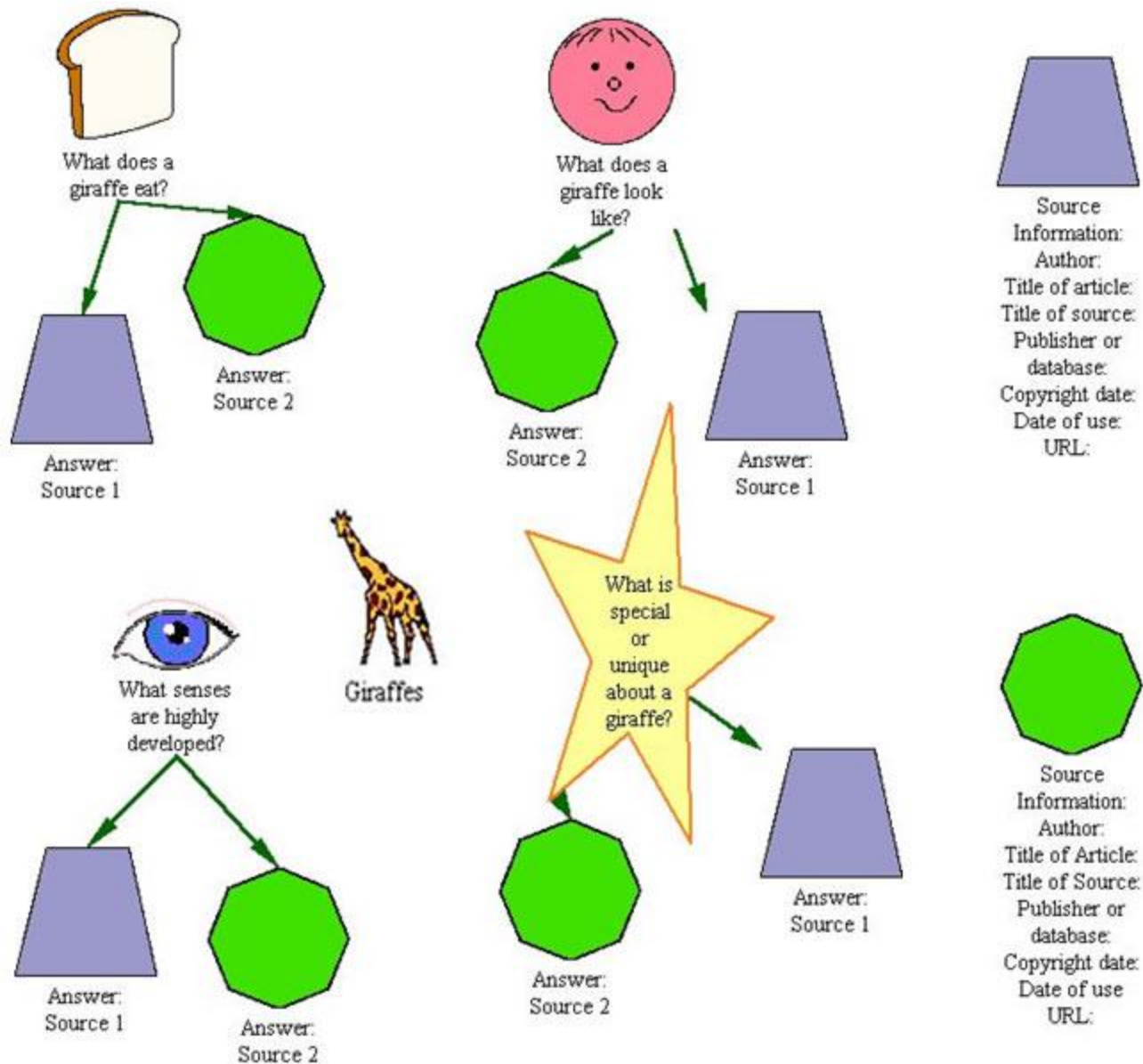
- ✓ What learning expectations develop use of information skills?

Month: January Big6 Stage: Use of Information

Grade Level Objectives	Grades						
	Cross-Grade Objective	K	1	2	3	4	5
	2.3 Locate information within the source - keywords	B. View and listen for information	B. View and listen for information	B. Read, view and listen for information	B. Read, view or listen for information	B. Skim and/or scan for information	B. Locate and summarize relevant information
	2.4 Extract information from resources – main ideas	B. Explore main ideas	B. Discuss main ideas and details	B. Identify main ideas and details	B. Recognize main ideas/ details	B. Recognize main ideas/ details	B. Locate and summarize relevant information
	2.4 Extract information from resources - purpose	D. Listen and view for purpose	D. Read and listen for purpose	D. Construct meaning from text by reading for purpose	D. Construct meaning from text by reading for purpose	D. Construct meaning from text by reading for purpose	A. Read, listen and view with guided purpose
	2.4 Extract information from resources – take notes	E. Listen and identify relevant information	E. Listen and identify relevant information	E. Summarize information using appropriate tools (e.g. graphic organizer)	E. Identify relevant information (e.g., through note taking)	E. Compile information (e.g. through note taking, graphic organizers)	C. Use teacher provided note taking method to transfer information
	2.4 Extract information from resources – cite sources	G. Credit sources	G. Credit sources	F. Credit sources	G. Cite sources	G. Cite sources	D. Cite each source

Compiled by Janet Murray from Essential Learning Expectations for Information Literacy
www.opi.mt.gov/pdf/Standards/10FebELE_LibMedia.xls Big6 by the Month (2012). The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com

Graphic Organizer (2nd grade)



Month: January**Big6 Stage: Use of Information**

Grade Level Objectives	Grades					
	Cross-Grade Objective	6	7	8	9-10	11-12
	2.4 BM 8 Extract information from multiple resources - purpose	A. Read, listen and view with guided purpose	A. Read, listen and view with purpose	A. Read, listen and view with purpose	A. Read, listen and view to make inferences	A. Read, listen and view to make inferences
	2.4 BM 8 Extract information from multiple resources – relevance	B. Summarize and paraphrase relevant information	B. Summarize and paraphrase relevant information	A. Read, listen and view with purpose	B. Gather information relevant to the formulated questions	B. Gather information relevant to the formulated questions
	2.4 BM 8 Extract information from multiple resources – summarize and paraphrase	B. Summarize and paraphrase relevant information	B. Summarize and paraphrase relevant information	B. Recognize the differences between summarizing, paraphrasing and/or direct quotation	C. Determine the correct usage of summaries, paraphrases and direct quotations	C. Summarize, paraphrase, and/or quote facts and details
	2.4 BM 8 Extract information from multiple resources – cite sources	C. Cite each source	C. Cite each source	C. Cite each source	D. Cite each source	D. Cite each source
	2.4 BM 8 Extract information from multiple resources – take notes	D. Use note taking to transfer information	D. Use note taking to transfer information	D. Transfer information through note taking	2.5 A. Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)	2.5 A. Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)

Compiled by Janet Murray from Essential Learning Expectations for Information Literacy
www.opi.mt.gov/pdf/Standards/10FebELE_LibMedia.xls Big6 by the Month (2012). The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com

Month:

Big6 Stage:

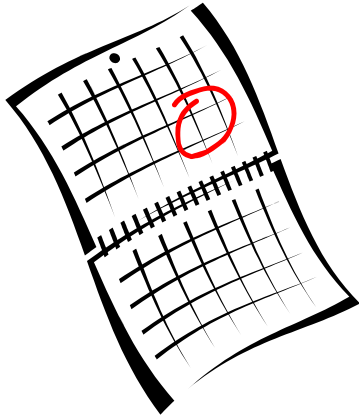
Grade Level Objectives	Grades					
	Cross-Grade Objective					



Big6™ by the Month

Comprehensive information literacy that is:

- ✓ Defined
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- ✓ Measured
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Big6™ by the Month **2012-2013**



Sept: Overview of the
process

Oct: Task Definition

Nov: Info Seeking
Strategies

Dec: Location &
Access

Jan: Use of Info

Feb: Revisit and
Reflect

Mar: Synthesis

Apr: Evaluation

May: Culminating
Activities

Predictable – Planning Actions

- Connect to classrooms, subject areas, assignments.
 1. Identify 1-2 major assignments by grade/teacher.
 2. Develop **USE of INFO** lessons targeted to the assignments.

Use of Information



Lesson Ideas



Use of Information

4.1 Engage the information

- Read for purpose
- Skim and scan
- Identify main ideas
- Determine relevance and credibility

4.2 Extract relevant information

- Take notes
- Credit sources
- Distinguish between summarizing, paraphrasing, and direct quotations

Science – Use of Information

Big6 Stages: Use of Information: 4.2 Extract

Grade Level: 4

Super3/Big6 Objective: Take notes using digital tools

Subject Area: Science

Unit Focus: Types of Animals

Subject Area Lesson Goal:

1. To become familiar with animal vocabulary and to provide an example for each animal type.
VOCABULARY: invertebrates, arachnids, crustaceans, insects, mollusks, sponges, vertebrates, reptiles, amphibians, mammals.

Learning Activity:

1. Students will work in teams of 3 to define specific vocabulary regarding animals.
2. Definitions will be recorded into “note slides” using PowerPoint.
3. On each slide, teams will include a definition, example, and source of their information.

Assessment:

- Evidence: Completed PowerPoint slides.
- Criteria: (1) Able to use PowerPoint, add slides, enter information. (2) Completeness – 3 parts to each slide. (3) Accuracy – correct definition, example. (4) Source – relevant and credible.

Use PowerPoint to take notes – Sample Template

Click to add title

- Click to add text

<http://big6.com/media/freestuff/Big6-Blank-Notetaking-Template.ppt>

<http://youtube.com/watch?v=2xnNGHWwkgk&feature=youtu.be>

SOURCE: Click to add text

SOURCE:

Killer Whale, Encyclopaedia Britannica:

www.britannica.com/bcom/eb/article/1/0.5716.46501+1.00.html

Behavior (Hunting)

- Killer whales feed on:

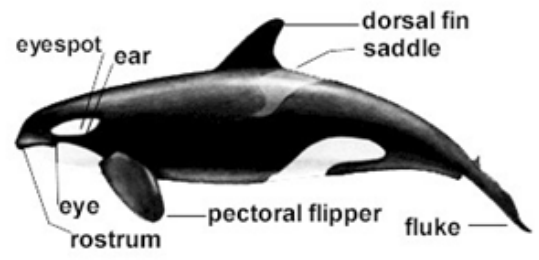
SOURCE:

Killer Whale, Encyclopaedia Britannica;

www.britannica.com/bcom/eb/article/1/0_5716_46501+1_00.html

Females

- Females, or cows, average 16-19 ft. and usually weigh between 3,000-8,000 lb. The largest female recorded was 28 ft. and weighed 16,500 lb.



SOURCE: Killer Whale, Encyclopaedia Britannica;
www.britannica.com/bcom/eb/article/1/0_5716_46501+1_00.html

Color

- These animals are easily recognized due to their striking black and white coloration. The dorsal surface and head and flippers are black, except for the area below and behind the dorsal fin.

1

Body Shape

- A killer whale has a sleek, streamlined, fusiform body. Its physical characteristics are adapted for life in an aquatic environment.

2

Behavior

- The killer whale lives in groups, usually of a few to about 50 individuals. It often swims in formation, either in a line or in rows, and sometimes leaps out of the water.

4

Killer Whales

- "Killer whales, also called GRAMPUS (*Orcinus orca*), are a widely distributed whale of the family Delphinidae, found in all seas from the Arctic to the Antarctic."

5

Body Shape



6

Females

- Females, or cows, average 16-19 ft. and usually weigh between 3,000-8,000 lb. The largest female recorded was 28 ft. and weighed 16,500 lb.



7

Behavior (Hunting)

- Killer whales feed on fish, cephalopods, penguins, and such marine mammals as seals, dolphins, and whales.
- Well adapted for hunting - build, teeth, and strong jaw muscles.
- Organized behavior when hunting in packs.

8

Behavior (Hunting)

- Killer whales feed on:

10

A Report by the Great Mike Eisenberg

Killer Whales

Orcinus orca

11

Behavior (Education)

- Delbert says the death of a rapidly growing body of research supports the existence of cultural traditions among whales and dolphins.
- These traditions include social learning, which research on cetacean social behavior has shown to be a key factor in the development of the social structure of a whale or dolphin.

12

Killers?

- There are no recorded instances of killer whales attacking and killing humans.

13

Behavior (Education)

- Whales have a dangerous practice of intentionally entering shallow water in search of prey.
- Researcher Mike Eisenberg's spending years showing their offspring how to hunt seals according to local custom.

14

Behavior (Education)

- "I'm convinced that killer whales transfer group knowledge socially through teaching and apprenticeship," Guinot says.
- Chris Guinot, a zoologist at the National Center of Scientific Research in Villiers en Bois, France.

15

Males

- Male killer whales are called bulls.
- average 19-22 ft. and usually weigh between 8,000-12,000 lb.
- The largest male ever recorded was 32 ft. and weighed 22,000 lb.



16

Body Shape

- Shape is adapted for life in an aquatic environment.

17

Size

- Although small compared to some whales, killer whales are the largest predators of mammals ever known.

18

Size

- Although small compared to some whales, killer whales are the largest predators of mammals ever known.

19

20

A Report by the Great Mike Eisenberg

Killer Whales

Orcinus Orca

Killer Whales

"Killer whales, also called GRAMPUS (Orcinus orca), are a widely distributed whale of the family Delphinidae, found in all seas from the Arctic to the Antarctic."

Killers?

There are no recorded instances of killer whales attacking and killing humans.

Body Shape

A killer whale has a sleek, streamlined, fusiform body. Its physical characteristics are adapted for life in an aquatic environment.

Body Shape

Shape is adapted for life in an aquatic environment.

Body Shape



Color

These animals are easily recognized due to their striking black and white coloration. The dorsal surface and pectoral flippers are black, except for the area below and behind the dorsal fin.

Size

Although small compared to some whales, killer whales are the largest predators of mammals ever known.

Size

Although small compared to some whales, killer whales are the largest predators of mammals ever known.

Females

Females, or cows, average 16-19 ft. and usually weigh between 3,000-6,000 lb. The largest female recorded was 28 ft. and weighed 16,500 lb.



Males

- Male killer whales are called bulls.
- average 19-22 ft. and usually weigh between 5,000-12,000 lb.
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Behavior

The killer whale lives in groups, usually of a few to about 50 individuals. It often swims in formation, either in a line or in rows, and sometimes leaps out of the water.

Behavior (Education)

- "I'm convinced that killer whales transfer group knowledge socially through teaching and apprenticeship," Guiney says.
- Christophe Guiney, a zoologist at the National Center of Scientific Research in Villiers en Bois, France.

Behavior (Education)

- Whales have a dangerous practice of intentionally entering shallow water in search of prey.
- Researcher Anne L. Guiney is spending years showing their offspring how to hunt seals according to local custom.

Behavior (Education)

Guiney is using the whale's rapidly growing body of research to support the importance of cultural traditions among whales and sea otters. These practices include social learning, which researchers address by studying behavior that occurs in the group. This line of research challenges the traditional view of culture as a uniquely human pursuit.

Behavior (Education)

- Whales have a dangerous practice of intentionally entering shallow water in search of prey.
- Researcher Anne L. Guiney is spending years showing their offspring how to hunt seals according to local custom.

Behavior (Hunting)

- Killer whales feed on fish, cephalopods, penguins, and such marine mammals as seals, dolphins, and whales.
- Well adapted for hunting - build, teeth, and strong jaw muscles.
- Organized behavior when hunting in packs.

Behavior (Hunting)

- Killer whales feed on:

Language Arts – Paraphrasing - Use of Information

Big6 Stage: Use of Information - 4.1 Engage 4.2 Extract

Grade Level: 10-12

Super3/Big6 Power Objective: Paraphrase for note taking

Subject Area: English

Unit Focus: Writing

Subject Area Lesson Goal:

1. To learn the difference between quoting, paraphrasing, and summarizing.
2. To practice paraphrasing.

Learning Activity:

- Using the Ohio University material, discuss the differences among quoting, paraphrasing, and summarizing. <http://www.ohio.edu/linguistics/info/quoting.html>
- Practice paraphrasing and summarizing using the Purdue University Online Writing Lab materials - <http://owl.english.purdue.edu/owl/resource/619/1/>

Assessment:

Evidence: Discussion notes, sample paraphrased and summarized selections, rubric

Criteria: Accurately identify quote, paraphrase, and summarization. Accurately paraphrase from an example.

Language Arts – Crediting/Citing - Use of Information

Big6 Stage: Use of Information - 4.2 Extract

Grade Level: 9-12

Super3/Big6 Power Objective: Crediting & Citing

Subject Area: English

Unit Focus: Writing

Subject Area Lesson Goal:

1. To learn why, when, and how to cite.
2. To learn to use citing tools.

Learning Activity:

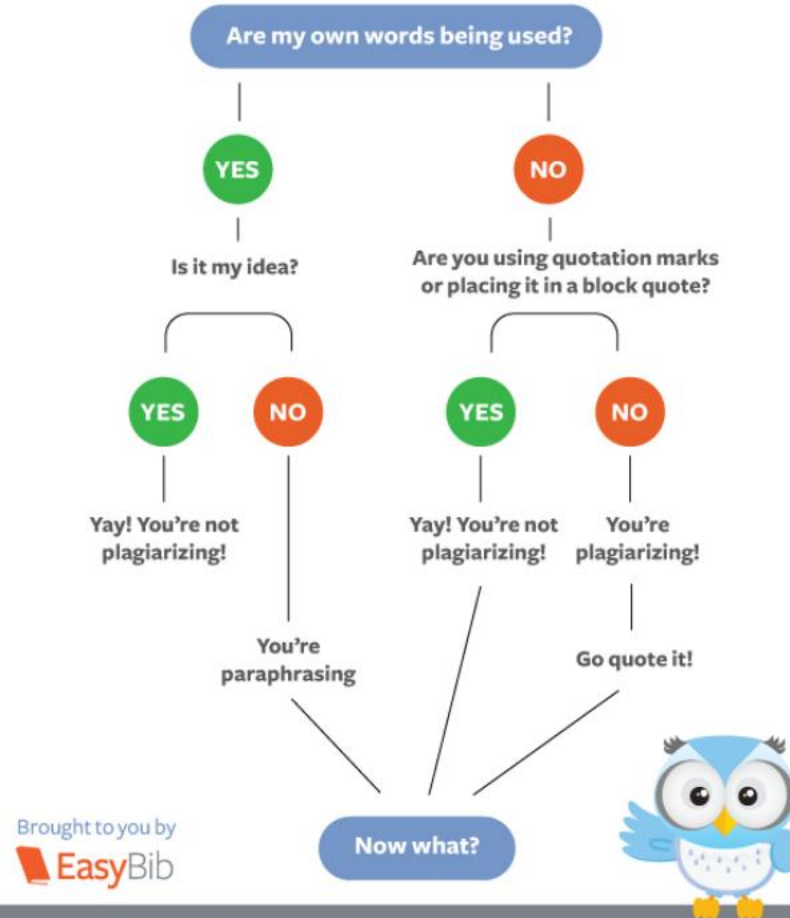
- Class discussion: why do we credit/cite – enhances credibility, intellectual honesty. Discuss how it feels when you don't get credited or acknowledged.
- Complete and discuss "citation exercise" – e.g., Purdue OWL exercise - <http://owl.english.purdue.edu/owl/resource/589/04/>
- Introduce recommended citation tool and approach.

Assessment:

Evidence: Observation of discussion; Citation Exercise; Citation tool screenshot or printout.

Criteria: Understanding of "why." Accuracy on exercise. Success in using tool.

A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM



Brought to you by
EasyBib

ADD A CITATION AND BIBLIOGRAPHY!

How to Recognize Plagiarism. Indiana University Bloomington's School of Education, 2005. Web.
<<https://www.indiana.edu/~lstld/overview.html>>.





Purdue Online Writing Lab

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[Best Practices for Teachers](#)
[Writing Scientific Abstracts Presentation](#)
[Formatting in Sociology \(ASA Style\)](#)
[Resources for Documenting Sources in the Disciplines](#)
[Citation Style Chart](#)
[Giving to the OWL](#)
[Suggested Resources](#)

Safe Practices: An Exercise

Summary: There are few intellectual offenses more serious than plagiarism in academic and professional contexts. This resource offers advice on how to avoid plagiarism in your work.

Contributors: Karl Stolley, Allen Brizee, Joshua M. Paiz

Last Edited: 2010-04-21 07:50:43

Read over each of the following passages, and respond on your own or as a class as to whether or not it uses citations accurately. If it doesn't, what would you do to improve the passage so it's properly cited?

1. Last summer, my family and I traveled to Chicago, which was quite different from the rural area I grew up in. We saw the dinosaur Sue at the Field Museum, and ate pizza at Gino's East.

2. Americans want to create a more perfect union; they also want to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for everybody.

3. I find it ridiculous that 57% of high school students think their teachers assign too much homework.

Numbers 4, 5, and 6 all refer to the following passage from Martin Luther King's "Letter from the Birmingham Jail":

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects

<http://owl.english.purdue.edu/owl/resource/589/04/>

Citation Tools

- Bibme - <http://www.bibme.org>
- Citation Machine - <http://citationmachine.net>
- Citation Maker (OSLIS) - <http://secondary.oslis.org/cite-sources>
- DocsCite - <http://asu.edu/lib/hayden/govdocs/docscite/docscite.htm>
- EasyBib - <http://www.easybib.com>
- KnightCite - <http://webapps.calvin.edu/knightcite/index.php>
- Noodletools - <http://www.noodletools.com>
- Refworks - <http://www.refworks.com>
- Zotero - <http://www.zotero.org>

Landmarks

SonCi Citation Machine™

Respect the time & creative effort of
those whose information you use.[About](#)[Facebook Page](#)[Blog](#)[Disclaimer & Privacy Policy](#)

MLA 7TH



APA 6TH



TURABIAN



CHICAGO



592

Citation machine helps students and professional researchers to properly credit the information that they use. Its primary goal is to make it so easy for student researchers to cite their information sources, that there is virtually no reason not to -- because...

**SOMEDAY THE INFORMATION THAT
SOMEONE ELSE WANTS TO USE --
WILL BE YOURS!**

ISBN LOOKUP

ISBN: 

MLA



APA

INSTRUCTIONS:

1. Click the citation format you need and then the type of resource you wish to cite.
2. Complete the Web form that appears with information from your source.
3. Click **[Make Citations]** to generate standard bibliographic and in-text citations.

LINKBOT

Save the following link in your bookmarks or links bar to create a clickout version of Citation Machine, available to you any time.

[CMachine](#)

Follow-up Tip

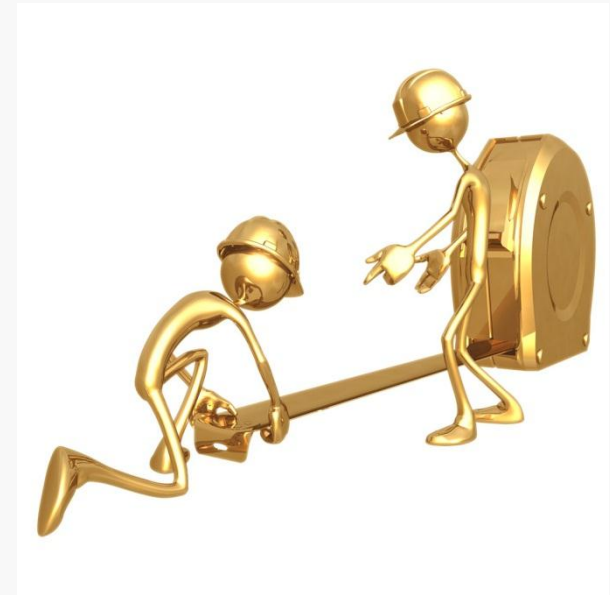
- Work separately on **Use of Information** and **Synthesis** before requiring both be done together.
 - Have students provide “direct quote” answers before requiring them to do so in their own words.
 - Give students the “direct quote” answers and then have them put them in their own words.
 - Do not advance until they can do each of these skills successful on their own.

Big6™ by the Month



Comprehensive information literacy that is:

- ✓ Defined
- ✓ Predictable
- ✓ ***Measured***
- ✓ Reported



Use of Information

✓ **Measured**

4.1 Engage information.

4.2 Extract information.

Evidence

- Graphic organizers
- Work sheets
- Observation checklists
- Rubrics

Criteria

- Sources
- Accuracy
- Completeness



Use of Information

4.1 Engage information.

4.2 Extract information.



Grade Level	Specific GLE Skill/Tool/Technique	Big6	Subject Area	Assignment	Evidence	Criteria
Grade 4	Take notes using digital tools	4.2 Extract	Science	Types of Animals	Completed PowerPoint slides	<ul style="list-style-type: none"> • Completeness • Accuracy • Sources
Grade 10-12	Paraphrase for note taking	4.1 Engage 4.2 Extract	Language Arts	Paraphrasing for Note taking	Discussion notes, sample paraphrased selections	<ul style="list-style-type: none"> • Accuracy • Completeness

Use of Information

4.1 Engage information.

4.2 Extract information.



Performance Descriptions for Grade Level 8

Novice	Nearing Proficient	Proficient	Advanced
Rely on single mode (read or listen or view) to extract information from resources provided	Read, listen and view as appropriate to accomplish task from a limited range of resources	Read, listen and view with purpose to accomplish task from self-selected range of resources	Read, listens, and views multiple resources with purpose to accomplish task from a self-selected variety of resources
Rely on one method of restating information	Accurately restates information according to a model	Recognize the differences between summarizing, paraphrasing and/or direct quotation	Accurately paraphrase and summarize and quote information

Performance Descriptions for Grade Level 11-12

Novice	Nearing Proficient	Proficient	Advanced
Inconsistently make inferences from what is read, viewed or heard	Read, view and listen to make inferences	Consistently make inferences from what is read, viewed or heard	Formulate in-depth inferences from what is read, viewed or heard
Inconsistently summarize, paraphrase and/or directly quote facts and details relevant to the question	Occasionally summarize, paraphrase and/or directly quote facts and details relevant to the question	Summarize, paraphrase and/or directly quote facts and details relevant to the question	Consistently summarize, paraphrase and/or directly quote facts and details directly relevant to the question

Science – Use of Information

Big6 Stages: Use of Information: 4.2 Extract

Grade Level: 4

Super3/Big6 Objective: Take notes using digital tools

Subject Area: Science

Unit Focus: Types of Animals

Subject Area Lesson Goal:

1. To become familiar with animal vocabulary and to provide an example for each animal type.
- VOCABULARY: invertebrates, arachnids, crustaceans, insects, mollusks, sponges, vertebrates, reptiles, amphibians, mammals.

Learning Activity:

1. Students will work in teams of 3 to define specific vocabulary regarding animals.
2. Definitions will be recorded into “note slides” using PowerPoint.
3. On each slide, teams will include a definition, example, and source of their information.

Assessment:

- Evidence: Completed PowerPoint slides.
- Criteria: (1) Able to use PowerPoint, add slides, enter information. (2) Completeness – 3 parts to each slide. (3) Accuracy – correct definition, example. (4) Source – relevant and credible.

Use of Information

4.1 Engage information



Rubistar Rubric for Grade Level 4: Compiling Information for Note Taking

Skill	Novice	Nearing Proficient	Proficient	Advanced
Compiling information	Omits most details, facts or concepts when compiling information and/or includes many irrelevant details	Omits some details, facts or concepts when compiling information and/or includes some irrelevant details	Compiles information (note taking, graphic organizers, etc.)	Gleans new insight from details, facts and concepts when compiling information
Note taking	All notes do not reflect a creative use of words and are not written using 4 th grade language and vocabulary	Most notes do not reflect a creative use of words and are not written using 4 th grade language and vocabulary	Most notes reflect a creative use of words and are written using 4 th grade language and vocabulary	All notes reflect a creative use of words and are written using 4 th grade or more advanced language and vocabulary Rubistar Rubric ID: 1641653

Language Arts – Paraphrasing - Use of Information

Big6 Stage: Use of Information - 4.1 Engage 4.2 Extract

Grade Level: 10-12

Super3/Big6 Power Objective: Paraphrase for note taking

Subject Area: English

Unit Focus: Writing

Subject Area Lesson Goal:

1. To learn the difference between quoting, paraphrasing, and summarizing.
2. To practice paraphrasing.

Learning Activity:

- Using the Ohio University material, discuss the differences among quoting, paraphrasing, and summarizing. <http://www.ohio.edu/linguistics/info/quoting.html>
- Practice paraphrasing and summarizing using the Purdue University Online Writing Lab materials -<http://owl.english.purdue.edu/owl/resource/619/1/>

Assessment:

Evidence: Discussion notes, sample paraphrased and summarized selections, rubric

Criteria: Accurately identify quote, paraphrase, and summarization. Accurately paraphrase from an example.

Use of Information

4.1 Engage information.

4.2 Extract information.



Task Specific Rubric – Extracting Information from an Article

Skill	Novice	Nearing Proficient	Proficient	Advanced
Summarizing	Has difficulty summarizing the article	Summarizes most of the article accurately, but has some slight misunderstanding	Uses several sentences to accurately describe what the article is about	Uses 1-3 sentences to describe clearly what the article is about
Paraphrasing	Few big ideas included	Some big ideas included	Majority of big ideas included	All big ideas included
Quoting	No quotation marks or source cited	Quotation marks or source not included	Quotation marks and source named	Quotation marks included, source named and cited

Use of Information

4.1 Engage information.




4.2 Extract information.



Reporting Rubric:

Traditional Grading: 8/12 points

Standards-based: NP-P

Skill	Novice (1)	Nearing Proficient (2)	Proficient (3)	Advanced (4)
Summarizing	Has great difficulty summarizing the article	Summarizes most of the source accurately, but has some slight misunderstanding	Uses several sentences to accurately describe what the source is about 	Uses 1-3 sentences to describe clearly what the source is about
Paraphrasing	Few big ideas included	Some big ideas included 	Majority of big ideas included	All big ideas included
Quoting	No quotation marks or source cited	Quotation marks or source not included	Quotation marks and source named. 	Quotation marks included, source named and cited

✓ What assessment data do you have to measure how well students are doing?



Big6™ by the Month

Comprehensive information literacy that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ ***Reported***

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING				
WRITTEN COMMUNICATION	A			
MATHEMATICS	A			
SCIENCE/HEALTH	C			
SOCIAL STUDIES	B			
ART	B			
MUSIC	A			
PHYSICAL EDUCATION	A			
INFORMATION LITERACY	C			
	B			
Grade Average	B			
Attendance:	48			
Present	8			
Absent	1			
Tardy				

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
 U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

Reported

Audience



Options



Developed by Colet Bartow 2012

How can you easily connect
information skills reporting with
parent and students?

10-29-08 Ver.

Intermediate (Grade 4-5) Report School Year 2009-2010

Profile Key:

Academic Headings:

A = Excellent

B = Above Average

C = Average

D = Below Average

F = Failing

TNG = Taught/Not Graded

• = Adapted Curriculum

Subheads:

★ = Strength

+ = Acceptable

P = Shows Progress

✓ = Area of Concern

Quarter

1

2

3

4

News from the Library

Rossiter Elementary School

Second Quarter 2009 - 2010

Laura Trapp, Librarian

ltrapp@helena.k12.mt.us 324-1519

Thank you! Thank you! Thank you!

Thank you for your support of the Book Fair last quarter! Once again, our library was able to earn over \$1,000 in free books plus \$1000 for our library budget to buy books and other library materials. *We really appreciate your support!!*

SUPER3 PLAN = DO + REVIEW

At Rossiter School, we begin learning about the **Super3** process at a young age. In fact, your child might have come home singing our "Plan, Do, and Review" song at some time! The **Super3** is a great framework for helping us do schoolwork, become better at something, or make decisions in our lives. You can even try it at home! It's simple:

- **Plan:** Think about and decide what you need to do.
- **Do:** Do it! Carry out your plan.
- **Review:** Look back on what you did and think about whether you were successful and whether you should do something different next time.

In Library Skills classes, we especially use the Super3 process when we do research, but we try to keep it in mind for all of our activities.

More Library Skills Activities

Kindergarten, first, and second grade students have been learning about the Caldecott Medal, which is awarded to an artist of a picture book each year.

Kindergarten students continue to have a story and short lesson, check out books, and sometimes work on a project. We have practiced listening for information and retelling stories. We've read several stories which used the idea of the "Twelve Days of Christmas" song, discussing similarities and differences. We also compared the Caldecott Medal winning **The Snowy Day** book with a video version of the story.

First grade students have practiced alphabetical order while looking at the arrangement of the Everybody section of the library, and are beginning to practice finding books in this section. We have practiced listening for information and giving credit to the author and illustrator of a story. We have compared different versions of the same stories and most recently we have compared the Caldecott Honor book **Don't Let the Pigeon Drive the Bus** with the video version of the story. As an extra added bonus, we "met" Mo Willems (in the video), the author and illustrator, and he taught us how to draw the famous Pigeon!!

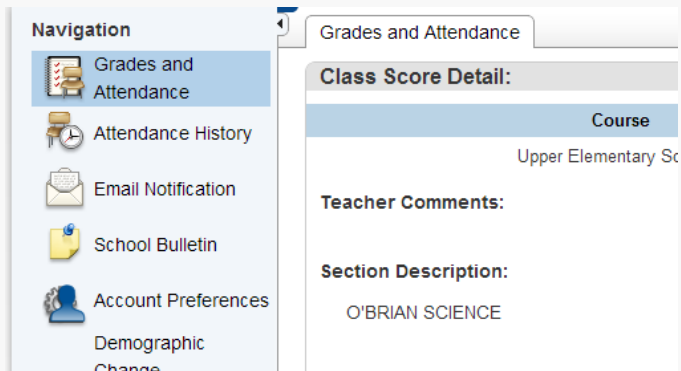
Second grade students have practiced listening for information, taking notes, and giving credit to the author and illustrator of a story. They have practiced logging into the Library Catalog with their ID number to see what items they have checked out and whether they are overdue. We have also compared different versions of the same stories, sometimes using Tumblebooks (<http://www.tumblebooklibrary.com>) stories. Most recently we have compared the Caldecott Medal winning book **Officer Buckle and Gloria** with the video version of the story. We

Quarter	1	2	3	4
Work / Study / Social Skills				
Follows directions	+	+		
Completes work on time	★	★		
Works independently	+	★		
Stays on task	+	+		
Uses time wisely	+	+		
Participates in class discussions/activities/group	★	★		
Presents work neatly	+	+		
Talks at appropriate times	+	★		
Respects others	★	★		
Follows classroom rules	+	+		
Follows school rules	+	+		
Accepts constructive suggestions	+	★		
Accepts responsibility for own actions	+	★		
Special Areas				
Music	TNG	(see attached sheet)		
Physical Education	TNG	(see attached sheet)		
Library Skills	TNG	(see attached sheet)		

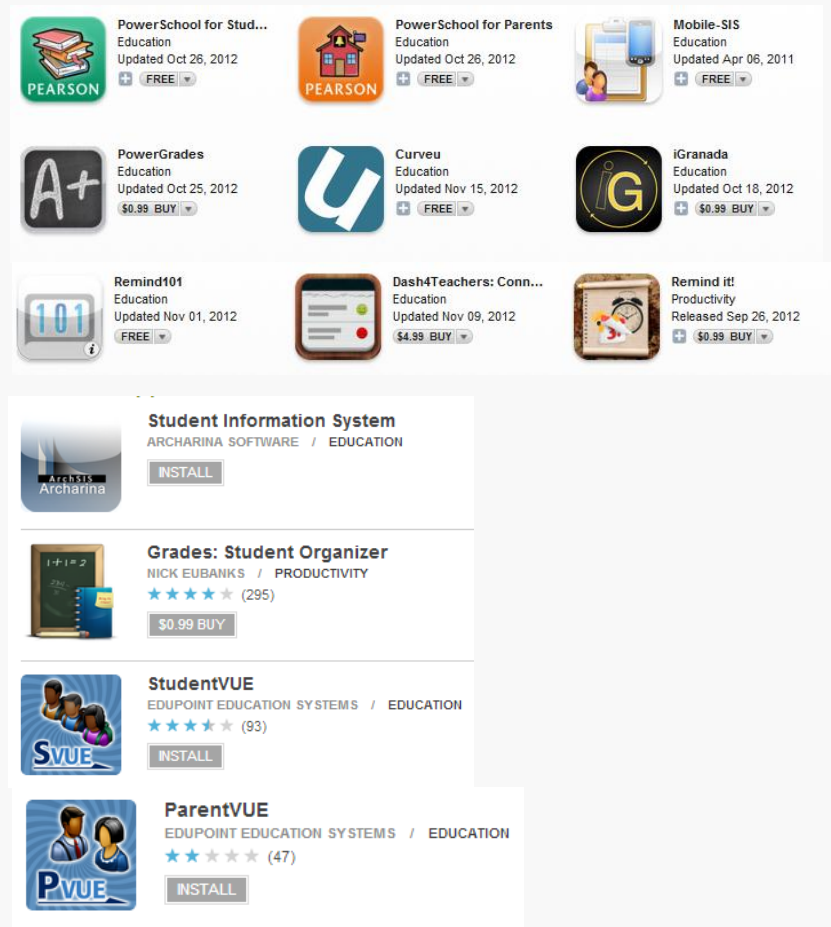
1. CONFERENCE	2. Comments/Goals	3. CONFERENCE	4. Comments
	adds a great creative component to our classroom. He has great ideas to express during discussion periods. Love the way he thinks. Special should be doing 20 minutes each night.		

Reported

Student Information Systems – Web Access for Parents



Student Information Systems – iOS and Android Apps



Sample Message for January✓ **Reported**

Dear Parents/Guardians:

During the month of January, your student will work on a variety of projects and assignments. As part of each project, we will focus on Stage 4 of the Big6 information problem solving model. You can help reinforce these skills when you ask your student questions that relate to:

4.1 Engage information

4.2 Extract information

The chart in this message details the skills students will practice and some questions you can ask to help students be successful as they complete assignments and projects.

Please contact me if you have any questions.

Sincerely,
Mrs. Bartow



11 th Grade Students will be able to:	Questions to Ask
Engage with information by reading, viewing, or listening.	What are the main ideas that you read/saw/heard? How do the main ideas help you solve the problem or complete the assignment?
Use specific strategies to effectively extract information from a variety of sources, regardless of format.	What's your favorite note taking strategy? What's the difference between summarizing, paraphrasing or using a quotation? How will you cite your sources? Why is it important to cite your sources for this assignment?

Reported



remind101



How you report is as important as what you are reporting.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
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Present				
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Tardy	1			
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Student: _____ Grade: _____ Year: _____				

Do your current reporting methods clearly communicate

- criteria for success?
- evidence of learning?
- current status?

Are your current reporting methods easily accessible by students and parents?

▼ Big6 by the Month

AUGUST - Foundation
SEPTEMBER - Overview
OCTOBER - Task Definition
NOVEMBER - Information
Seeking Strategies
DECEMBER - Location &
Access
JANUARY - Use of
Information
FEBRUARY - Revisit and
Reflect
MARCH - Synthesis
APRIL - Evaluation
MAY - Culminating Activities

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Participate:

Google Site

<http://sites.google.com/site/big6xthemonth>

Google Discussion Group

<http://groups.google.com/group/b6month>



Useful Links

Big6™ Stage 4: Use of Information (Taking Notes)

“Reading for Information: The Trash'n'Treasure Method of Teaching Notetaking” (grades 3-12) by Barbara Jansen <http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ516617>

“PowerPoint for Notetaking” by Mike Eisenberg
http://big6.com/media/presentations/PowerPoint%20for%20Notetaking_Eisenberg.pptx

“Big6 Notetaking Template Using PowerPoint” by Mike Eisenberg
<http://big6.com/media/freestuff/Big6-Blank-Notetaking-Template.ppt>

Electronic Notetaking Template by Janet Murray <http://janetsinfo.com/notesnew.doc>

Graphic Organizers <http://www.graphic.org/goindex.html>

“Note Taking Tools” at Study2Learn wiki
<http://study2learn.wikispaces.com/Note+Taking+Tools>

Teach students to distinguish between “quoting, paraphrasing and summarizing” from Ohio University.
<http://www.ohio.edu/linguistics/info/quoting.html>

Paraphrase Exercises from the Purdue Online Writing Lab (OWL)
<http://owl.english.purdue.edu/owl/resource/619/1/>

“Listen and Write” offers practice sessions in taking notes from audio and video files.
<http://www.listen-and-write.com/>



Useful Links

Big6™ Stage 4: Use of Information (Citing Sources)

"Citing and Crediting - Super3 style" by Mike Eisenberg

<http://big6.com/pages/lessons/articles/citing---for-the-very-young-super3-style.php>

"Using the Big6 to Prevent Plagiarism" by Ru Story-Huffman

<http://big6.com/pages/lessons/articles/using-the-big6-to-prevent-plagiarism.php>

Interactive online citation generators:

Bibme - <http://www.bibme.org>

Citation Machine: <http://citationmachine.net>

Citation Maker (OSLIS): <http://secondary.oslis.org/cite-sources>

DocsCite: Citation generator for government documents (APA and MLA styles only) from Arizona State University Libraries. <http://www.asu.edu/lib/hayden/govdocs/docscite/docscite.htm>

EasyBib: Automatic Bibliography and Citation Maker <http://www.easybib.com/>

KnightCite: Citation generator from the Hekman Library <http://webapps.calvin.edu/knightcite/index.php>

Noodletools: <http://www.noodletools.com>

Refworks: <http://www.refworks.com>

Zotero: A free, easy-to-use Firefox extension to help you collect, manage, and cite your research sources. <http://www.zotero.org>

Big6 by the Month 2012-2013

Recorded Archives of Webinars

1. Big6 by the Month: OVERVIEW
 - URL: <https://vimeo.com/48808546>
 - Pass: 0906B6BMTD
2. Big6 by the Month: TASK DEFINITION
 - URL: <https://vimeo.com/48116782>
 - Pass: 823B6BMO
3. Big6 by the Month: INFORMATION SEEKING
 - URL: <https://vimeo.com/51725608>
 - Pass: b6xmiss101812
4. Big6 by the Month: LOCATION AND ACCESS
 - URL: <https://vimeo.com/53711125>
 - Pass: B6BM112012
5. Big6 by the Month: USE of INFORMATION
 - URL: <https://vimeo.com/54232828>
 - Pass: b6use120612